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ABSTRACT

This document contains a proposed curriculum for a Bachelor of Sciences program in elementary education with an academic concentration in bilingual education for Spanish-English bilinguals. A questionnaire sent to selected individuals provided ideas on some of the issues and problems discussed in this paper. The questionnaire, included here along with results, covers general considerations, training in linguistics, training in English and Spanish, competence in Spanish, training in culture, training in methodology, practice teaching, training in educational foundations, and training in testing. Suggestions for the teacher education curriculum are presented along with explanation. The program developed here is weighted toward the language arts. Several basic ideas for the preparation of the teacher for bilingual education are listed. (VM)

ED 063830

THE PREPARATION OF THE TEACHER

FOR BILINGUAL EDUCATION

by:
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Foreign Language Education
and the Humanities.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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THE PREPARATION OF THE TEACHER FOR BILINGUAL EDUCATION

As I address you today, I am reminded of the student who asked the professor in zoology, "What do you think of the Time-lapse and Ultra-structural Studies of Early Embryogenesis in Drosophilia?" To which the professor replied with some haughtiness, "I don't think, I know!" "What do you think?" The student quipped back: "I don't think I know, either."

In talking to you about "The Preparation of the Teacher for Bilingual Education," my opening remark to you is "I don't think I know, either." That is, I certainly do not have all the answers. However, since Dr. Tom Walker was kind enough to extend an invitation to address you, it was obviously because he thought I possessed some expertise on the subject. I feel I do. Then, why my hesitation? I hesitate because of the nature of the problem to which I must address myself.

If I were to ask you how to prepare a teacher for monolingual education, I would have as many answers as there are people present in this room. The question is too general. I further think that no one present would have the temerity to stand before this group with the conviction that he had all the answers for the preparation of teachers for monolingual education. If this be the case, you can see the quandry I am in when I have to discuss the preparation of teachers for bilingual education. Hence, what I propose to do is not to give you answers, but to explore the issues and the problems, perhaps suggesting some guidelines and hopefully, shedding a little light on the topic of discussion.

In designing a model for bilingual education, the researcher can approach the problem either practically, theoretically, or using a combination of both. At the University of Texas at Austin, the Foreign Language Education Center and the Department of Curriculum and Instruction chose the latter alternative.[1]

A carefully designed questionnaire was sent last year to 425 selected individuals. Four hundred twelve were returned, representing a 96.6% response. Twelve questionnaires were considered unsuitable and 66 came after the deadline. Hence, 334 were counted in the study, representing a 78.5% response.[2]

The answers represent opinions from four states: Texas, Arizona, Idaho, and California. Incorporated into the results is a cross-country sample of bilingual program administrators and supervisors. Over three-fourths of the results are Texas answers.

The following is a further breakdown of the persons represented in the sample:

1. 76% were teachers in bilingual programs. 14% were administrators or supervisors in the bilingual program.
2. 47% had less than one year experience in a bilingual education program. 18% had one year experience; 14% two years experience.

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[1]Principle researchers for the project were Professor Joseph Michel, Director of the Foreign Language Education Center and Professor Mario Benítez, now Vice-President for Academic Affairs at Texas A & I University.

[2]This high response was due in large part to the efforts of Dr. Severo Gómez and his staff of the Texas Education Agency and to Mr. Gonzalo Garza and Dr. Ricardo Cornejo of the Southwest Educational Development Laboratory.

3. 56% had three years or more teaching experience in the elementary school.
4. 54% held a bachelor's degree. 21% held a bachelor's degree and had hours toward the master's degree. 13% had the master's degree.
5. 75% held teacher's credential. 11% had no credential at all.
6. 70% were Mexican-Americans. 23% were Anglo-Americans.
7. 58% used English or Spanish equally (approximately). 29% used predominantly English.

The questionnaire covered the following general areas: 1) General Considerations, 2) Training in Linguistics, 3) Training in English, 4) Training in Spanish, 5) Competence in Spanish, 6) Training in Culture, 7) Training in Methodology, 8) Practice Teaching, 9) Training in Educational Foundations and 10) Training in Testing.

It should be amply apparent that one can prepare teachers for many positions within bilingual education. The Foreign Language Education Center is of course interested in preparing them for teaching language. Other areas of the curriculum should and do concern themselves with their preparation in Social Studies, Math, Science, etc.

A further look at the questionnaire and the answers received is now to the point.

General Considerations	AGREE	DISAGREE	ABSTAIN
1. Training for bilingual education should be done at the undergraduate rather than at the graduate level.	73%	12%	15%
2. Undergraduate specialization in bilingual education is necessary.	81%	11%	8%
3. Summer institutes are as effective as an undergraduate specialization in bilingual education.	30%	52%	18%
4. In-service training workshops are as effective as an undergraduate specialization in bilingual education.	26%	60%	14%
5. An elementary specialization in bilingual education would make it more difficult to obtain a job where no bilingual program exists.	20%	65%	15%
6. Such specialization should not require going beyond the normal number of hours required for the degree in elementary education.	58%	28%	14%
7. Only teachers with at least some ability to understand and speak Spanish should teach in bilingual programs.	65%	30%	5%
8. Only Mexican-American teachers should teach Mexican-American children in a bilingual program.	11%	79%	10%
Training in Linguistics			
9. Practical linguistics. Practical training in hearing and analyzing the speech of the child in English and in Spanish.	87%	5%	8%
10. Contrastive linguistics. Comparison of the structures of English and Spanish. Contrasts in pronunciation, grammar and vocabulary.	85%	6%	9%
11. Introduction to linguistics. Concepts and methods of descriptive linguistics. The nature of language. Phonetics and phonemics. Dialects. Language analysis. Examples drawn from English and Spanish.	78%	12%	10%

Training in English	AGREE	DISAGREE	ABSTAIN
12. English of the Mexican-American of the Southwest	80%	9%	11%
13. English phonetics	86%	6%	8%
14. Literature of the Southwest	71%	15%	14%
15. Advanced English grammar	60%	26%	14%
16. American English dialects	58%	26%	16%
17. History of the English language	50%	32%	18%
18. British and American literature	29%	45%	26%
Training in Spanish			
19. Spanish phonetics	91%	3%	6%
20. Spanish of the Mexican-American of the Southwest	86%	6%	8%
21. Spanish literature of the Southwest	76%	11%	13%
22. Spanish dialects	74%	15%	11%
23. Mexican literature	72%	14%	14%
24. History of the Spanish language	71%	16%	13%
25. Advanced Spanish grammar	69%	18%	13%
26. Latin American literature (except Mexico)	46%	33%	21%
27. Peninsular literature	35%	36%	29%
Competency in Spanish			
THE MINIMUM ACCEPTABLE LEVEL OF PERFORMANCE IN SPANISH FOR THOSE WHO TEACH SPANISH SKILLS OR TEACH CONTENT IN SPANISH SHOULD BE:			
28. Understanding a conversation in Spanish at normal tempo.	81%	13%	6%

		AGREE	DISAGREE	ABSTAIN
29.	Talking with a Spanish-speaking person while using a command of vocabulary and syntax sufficient to express thoughts in conversation with normal speed and reasonably good pronunciation.	87%	7%	6%
30.	Reading with immediate comprehension prose and verse of average difficulty and mature content.	76%	15%	9%
31.	Writing a simple letter or message with clarity and correctness of vocabulary, syntax and idioms.	86%	8%	6%
32.	Understanding and using vocabulary needed to teach subject matter (math, social studies, science, etc.) in Spanish.	86%	8%	6%
	THE MINIMUM ACCEPTABLE LEVEL OF PERFORMANCE IN SPANISH FOR THOSE WHO DO NOT TEACH SPANISH SKILLS OR CONTENT IN SPANISH IS:			
33.	No minimum level is necessary. These teachers do not need to know Spanish.	22%	60%	18%
34.	Understanding a conversation in Spanish at normal tempo.	57%	27%	16%
35.	Talking with a Spanish-speaking person using a command of vocabulary and syntax sufficient to express thoughts in conversation with normal speed and reasonably good pronunciation.	48%	34%	18%
36.	Reading with immediate comprehension prose and verse of average difficulty and mature content.	43%	34%	23%
37.	Writing a simple letter or message with clarity and correctness in vocabulary, idioms and syntax.	41%	39%	20%
38.	Understanding of vocabulary (Spanish) used in math, social studies, health, science, etc.	49%	35%	16%

	AGREE	DISAGREE	ABSTAIN
Training in the Culture of the Southwest			
39. Cultural Anthropology. The Mexican-American in the Southwest. Ethnical and historical background. Philosophic, moral, religious, political and sociological outlook. Economic situation. Education. Demography.	85%	4%	11%
Training in Methodology			
40. Methodology in teaching English as a second language. Theoretical background of second language teaching. Methods for teaching oral language skills. Methods for teaching reading and writing skills. Planning remedial work. Review of available materials. Successful techniques. Testing.	90%	5%	5%
41. Methodology in teaching Spanish to the monolingual English speaker (FLES). Theoretical background of second language teaching. Methods for teaching pronunciation, oral skills. Review of FLES materials. Songs. Games. Testing.	88%	5%	7%
42. Methodology in teaching Spanish skills to the Mexican-American bilingual child. Methods for improving oral language skills. The teaching of reading. Vocabulary building. Articulation with other Spanish components of the bilingual curriculum. Teaching of writing. Testing.	90%	5%	5%
43. Methodology in teaching subject matter in Spanish. Development of content units in Spanish. Adaptation to Spanish of existing curriculum guides. Development of Spanish vocabulary needed for teaching content. Games. Songs.	90%	4%	6%
Practice Teaching			
44. Practice teaching should be done in a bilingual education environment.	86%	8%	6%

Training in Educational Foundations	AGREE	DISAGREE	ABSTAIN
45. It is important that bilingual teachers receive the same general training in academic foundations (social and philosophical foundations, educational psychology, general methods, special subject methods) as other teachers do.	88%	4%	8%
46. Social and philosophical foundations of education should be taken with other students and not in a special section for bilingual education prospective teachers.	65%	14%	21%
47. Educational psychology should be taken with other students and not in a special section for bilingual education prospective teachers.	68%	14%	18%
48. A course on general methodology or an introduction to American education should be taken with other students and not in a special section for bilingual education prospective teachers.	62%	16%	22%
49. Observation of elementary classrooms when it is a part of the general methods course should be done in a bilingual education project.	44%	33%	23%
50. Specific methods courses should be taken with other students and not in a special section for bilingual education prospective teachers. Each teacher should take methods of teaching math, social studies, science, etc. in accordance with individual preferences.	54%	28%	18%
Training in Testing			
51. Training in preparation of tests should be required.	78%	10%	12%
52. Training in administration of tests should be required.	81%	7%	12%
53. Training in scoring of tests should be required.	78%	10%	12%
54. Training in interpretation of tests should be required.	83%	6%	11%

With the information from the questionnaire in hand, we began the formal work of drawing up a Bachelor of Science program in Elementary Education with an Academic Concentration in Bilingual Education (for Spanish-English bilinguals).*

As the base for the program, the traditional academic foundations were kept, forty-five hours being required: 12 in English, 3 in philosophy, 3 in psychology, 3 in geography, 6 in American history, 6 in government, 6 in mathematics and 6 in science. This work usually corresponds to the freshman and sophomore years.

Then on the academic foundation, we built academic competence in four disciplines: Linguistics, English, Spanish and Culture.

Since the teacher of the bilingual is working with language, he should know the structure and elements of language, and develop a philosophy regarding it. We identified this linguistic component as being taught in three courses: Introduction to Linguistic Science; Phonetics and Phonology; and Phonological Analysis.[3]

The next component was a further knowledge of English. Three areas were identified here as being important for the teacher: Folklore Areas such as the Life and Literature of the Southwest, Children's Literature, and Grammar of Written English. The second language with

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*It is useful to remember that bilingualism is not a phenomenon peculiar to Texas. It is world-wide, with the languages differing. Thus we can call attention to Switzerland, France, Belgium, and Afghanistan (Pashto, Dari, Uzbaki) etc.

[3]We subscribe wholeheartedly to competence, however acquired rather than just credit hours. For discussion purposes however, it was necessary to designate areas and courses that covered this subject matter.

which the teacher for the bilingual would be concerned, of course, is the Spanish component. Here, two courses were identified: Spanish Practical Phonetics; and Spanish Applied Linguistics. The third component is the cultural component. Here it is necessary to point out that culture is not being used in the sense of refinement, or in the belletristic sense, but rather in the anthropological sense. That is, the patterned behavior of a human individual. Language and culture are inseparable, and one cannot discuss the one without discussing the other. The competencies identified in this area are: Sociology of the Mexican-Americans in the Southwest; Mexico and Spanish North America Since 1810; and the Chicano in American Culture: 1910 to the Present.

A composite specialization was then provided to give the teacher other necessary tools to fulfill certification requirements. Included here are: Speech for Teachers, Physical Education for the Elementary School, Health, Children's Literature, Art and Music, totalling 18 hours.

Professional Education was our next consideration. Included here are: Educational Psychology, 3 hours; Student Teaching, 9 hours; Observation, 6 hours; Ed. History, 3 hours; Language Acquisition for the Linguistically Different Learner, 3 hours; and 2 methods courses, 6 hours, to make a total of 30 hours.

Nine hours of electives are left and we recommend that the student take three of these in a course in Methods in Bilingual Education.

The B.S. is a minimal program, and a Masters program has also been developed.

Some further observations are now in order. The program I have described is weighted in favor of language. This is partly justified since many of the early problems encountered by the bilingual are language arts problems in both languages: understanding both languages, speaking both languages and reading and writing in them. The methods and techniques to be used by the teacher vary for teaching the language arts in both languages. The teacher also has to realize that language is not only something to be memorized, it is behavioral. The student has to learn to function in the language.

Each subject matter area taught the child represents special problems to which the teacher should be sensitized. Input from specialists in these areas should be constantly sought.

Still, no matter what the program for the preparation of the teacher for bilingual education, certain aspects are basic.

A. All programs should acquaint the teacher with the bilingual child and his psychological and sociological make-up.

B. All should give him competence in teaching specific areas of the curriculum in a bilingual school.

C. All should familiarize him with the nature of bilingualism and bilingual education.

D. All should impartially and accurately acquaint him with the cultural, social and family background of the bilingual child.

E. Any teacher in a bilingual program should know its purpose. The Texas Education Agency has now come out with a statement called "A Statewide Design for Bilingual Education." Teacher preparation programs ought to rely heavily on this statement.

F. Preparing teachers for bilingual education is really too broad a statement. It has to be narrowed to specify the particular area of bilingual education in which the teacher should be prepared.

G. Finally, the programs now in existence for preparing teachers for bilingual education have to be evaluated and refined after their initial trial run. They should be innovative and take into account performance objectives, team teaching, modern technology, individual instruction and the whole list of modern educational concepts being currently discussed in our profession.

I have given you a description of our program at the University of Texas for the preparation of teachers for bilingual education.

In conclusion, I would like to give you the recipe for the making of a teacher for the education of the bilingual child.

A STATEWIDE DESIGN FOR BILINGUAL EDUCATION

TEXAS EDUCATION AGENCY
GOALS OF BILINGUAL EDUCATION
FOR TEXAS PUBLIC SCHOOLS

Primary Goal

The primary goal of Bilingual Education is successful achievement by the student of the goals of the educational process, using two languages, developing proficiency in both, but acknowledging English as the basic language of instruction in all schools and assuring its mastery by all pupils in the schools.

Complementary Goals

In order to make progress toward this primary goal, the following complementary goals should be sought:

1. Educational success on the part of the non-English speaking student, through permitting him to learn in his first language while he is learning to function successfully in English.

2. Continued development by the non-English speaking student of his first language as he is learning to function successfully in English.

3. Continued development on the part of the English speaking student of proficiency in a second language.

4. Increased recognition by the total community (parents, teachers, administrators, students) of the importance of bilingualism and its contributions to better understandings among the peoples of our society.

Coordinate Goals

The above goals refer to the end products to be sought in terms of the development of students. In order for these goals to be reached, coordinate goals of Bilingual Education are that the local school districts:

1. Provide an environment conducive to learning.

2. Develop an effective program that will give each student an opportunity to make progress toward these goals.

3. Appraise the student's level of development of language, concepts, and experiences (exercising care to avoid testing the student in his second language until he has sufficient control of the language so that his true verbal abilities can be measured).

4. Have available sufficient numbers of personnel qualified to conduct the program.

TEXAS EDUCATION AGENCY
PRIORITIES FOR BILINGUAL EDUCATION
IN TEXAS PUBLIC SCHOOLS

Texas is made up of 26 ethnic and national groups which have contributed to its development. Among these, the largest number of non-English speakers are the speakers of Spanish. Therefore, it is appropriate that the initial focus of the bilingual education program be upon Spanish and English. In the future, bilingual programs may be developed in ethnic and national areas other than Spanish as they are needed and desired.

This initial priority focus on Spanish and English is not intended to apply to programs of instruction in foreign languages. Bilingual Education programs should not be regarded as replacements of these types of programs of instruction in foreign languages. Both of these types of programs should continue to be emphasized, each having related but distinguishable objectives.

The following are priorities for the implementation of effective Bilingual Education programs in the schools of Texas, in order of their urgency.

First Priority: A Bilingual Education program should be provided for all children entering school for the first time who speak little or no English.

Second Priority: A Bilingual Education program should be provided for all children in the primary grades who have not been able to master the English language.

Third Priority: For those children in the middle and upper elementary grades who have not been able to master the English language and attain success in learning curriculum content, bilingual instruction should be given.

Fourth Priority: For those students in secondary schools who have not been able to master the English language and attain success in learning curriculum content, bilingual instruction should be given.

Fifth Priority: Instruction for students at all levels who do not have difficulty with English, whether they are native speakers of English or native speakers of Spanish, should include the following components:

. language development in English and Spanish

. the concept of the confluence of cultures

The language development in this priority goes beyond the customary foreign languages programs.

BILINGUAL EDUCATION

Bilingual Education is a program developed to meet the individual needs of each child and is charazterized by the following components:

I. The basic concepts initiating the child into the school environment are taught in the language he brings from home.

Orientation to the classroom code of behavior and patterns of social interaction with his peers are developed by drawing from the child's resource of experiences and concepts and language which he has already learned in his home environment.

II. Language development is provided in the child's dominant language.

The sequential development of the four language skills, i.e., listening, speaking, reading, and writing, is continued in the language for which the child has already learned the sound system, structure, and vocabulary. This is exactly the same approach which has been used in the past. The only difference is the use of the dominant language of the child whose first language is not English. With this one change the child begins developing the skills with the use of his first language without having to wait until he learns his second language.

III. Language development is provided in the child's second language.

By utilizing second language teaching methodology, i.e., teaching the listening and speaking skills by use of audiolingual instructional techniques prior to teaching the reading and writing skills, the child immediately begins to learn a second language. For the English-speaking child this instruction is in the language of the other linguistic group involved in the program and, of course, English is taught to the child who comes from a non-English speaking environment. Unique about this component of the program is the fact that the child does not have to re-learn language skills. He has only to transfer these skills learned in his first language to the second language.

IV. Subject matter and concepts are taught in the child's dominant language.

Content areas which are considered to be critical to the intellectual and emotional devel-

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opment of the child and to his success in the school environment are initially taught through the use of the child's first language, thereby permitting and encouraging the child to enter immediately into the classroom activities, drawing from all his previous experiences as a basis for developing new ideas and concepts.

V. Subject matter and concepts are taught in the second language of the child.

Since no language can be taught in a vacuum, content areas are also taught in the second language, providing the vocabulary and concepts which are needed for communication while the second language is being learned. Initially the number of ideas and concepts are necessarily few due to the limitations imposed by the amount of language the child controls. The teaching techniques are audiolingual in order to insure the development of listening and speaking skills. As the child's second language ability develops, more and more content is included and the other skills, reading and writing, are incorporated.

VI. Specific attention is given to develop in the child a positive identity with his cultural heritage, self-assurance, and confidence.

The historical contributions and cultural characteristics identified with the people of both languages involved are an integral part of the program. Both the conflict and the confluence of the two cultures are presented in the social development of the State and nation in order to create an understanding and appreciation of each in a positive rather than negative sense.

By providing the opportunities for successful participation and achievement, the child is encouraged to develop acceptance of himself and of others through social interaction.

This is a Revised Statewide Design for Bilingual Education approved by the State Board of Education on June 5, 1971. This revised design takes the place of the one approved by the Board November 11, 1968.

This design will constitute a uniform basis for all bilingual activities of the Texas Education Agency. Such activities include:

- **Bilingual programs based on State Statutes Articles 2654-1d and 2893, Vernon Civil Statutes.**
- **Bilingual activities in Title I, Title I Migrant, and Title III, ESEA programs.**
- **Projects under Title VII, ESEA.**
- **State Accreditation Standards.**
- **Multicultural curriculum guidelines required by Court Order.**

If you need more information or assistance, please write or call

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J. W. Edgar
Commissioner of Education

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RECIPE FOR A BILINGUAL TEACHER

Select a sympathetic personality. Trim off all prejudices, superiority complexes, intolerance and haughtiness. Pour over it in generous portions a mixture of the wisdom of Solomon, the knowledge of Socrates, the courage of Daniel, the strength of Samson, the craftiness of Delilah and the patience of Job. Add a sizeable amount of the knowledge of two languages and an understanding of two cultures. Season with the salt of experience, the pepper of animation, the oil of sympathy, a dash of humor and a cup of the good wine of empathy. Stew for about four years in non-air-conditioned portable classrooms, testing occasionally with the fork of sharp criticism thrust in by a principal, superintendent or bilingual program coordinator. When thoroughly done, garnish with a meager salary and serve hot to the community.

Joseph Michel
October 1971

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION
Academic Concentration in Bilingual Education
Spanish-English*

A. ACADEMIC FOUNDATIONS ..... 45 hours

English	12 hours
Philosophy	3 hours
Psychology	3 hours
Geography	3 hours
American History	6 hours
Government	6 hours
Mathematics	6 hours
Science	6 hours

B. ACADEMIC CONCENTRATION ..... 24 hours

Bilingual Education

Approximately 6 hours to be chosen from each of the following components. Total is not to exceed 24 hours. Hours to be chosen from courses such as:

Linguistic Component

LIN 320K Introduction to Linguistic Science
LIN 344K Phonetics and Phonology
LIN 372K Phonological Analysis

English Component

ENG 325L Folklore Areas: Selected Topics
ENG 342 Life and Literature of the Southwest
ENG 360K Grammar of Written English

Spanish Component

SPN 346 Practical Phonetics
SPN 364L Applied Linguistics: Spanish

Cultural Component

SOC 348K Mexican-Americans in the Southwest
HST 377L Mexico and Spanish North America since 1810
AMS 370 Chicano in American Culture: 1910 to Present

C. COMPOSITE SPECIALIZATION ..... 18 hours

Spe 303	(Speech for teachers)	3 hours
PED 350E	(P.Ed. for Elem.School)	3 hours
PED 333	(Health for Elem.School)	3 hours
L.S 322T	Children's Literature	3 hours
ART 318K	and ART 318L	
	or	
MUS 313	and MUS 354	6 hours

D. PROFESSIONAL EDUCATION ..... 30 hours

ED.P. 332E	(Ed. Psychology)	3 hours
ED.C. 632E	(Observation)	6 hours
ED.H. 361E	(Ed. History)	3 hours
ED.C. 967E	(Student Teaching)	9 hours**
ED.C. 370E.16	Language Acquisition for Linguistically Different Learners	3 hours
ED.C. 370E	(Methods)	3 hours
ED.C. 370E	(Methods)	3 hours

E. ELECTIVES ..... 9 hours

It is recommended that 3 of these 9 hours be taken in a course which will be proposed shortly:

ED.C. 370E.__ Methods in Bilingual Education

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* Students wishing to study a language and culture other than Spanish may do so. See advisor for available courses.

** Student teaching must be done in a bilingual education project.

NOTE:

1. Students wishing to obtain a B.S. in Elementary Education with a concentration in bilingual education must be proficient in the target language. Proficiency in the language is shown by (1) a satisfactory score on the MLA Foreign Language Proficiency Examination, or (2) other evidence acceptable to the Foreign Language Education Center.

2. The program design for a B.S. in Elementary Education with a concentration in bilingual education does not allow for development of fundamental target language skills. A student must be proficient in these skills prior to entering this concentration.

THE UNIVERSITY OF TEXAS AT AUSTIN
Foreign Language Education Center
Austin, Texas 78712

THE MASTER OF ARTS DEGREE IN FOREIGN LANGUAGE EDUCATION

Concentration in Bilingual Education

A. PREREQUISITES

1. A Bachelor's degree or its equivalent.
2. Twelve semester hours of advanced undergraduate education courses or their equivalent.
3. Proficiency in the language as shown by (1) a satisfactory score on the MLA Foreign Language Proficiency Examination or (2) other evidence acceptable to the Foreign Language Education Center.
4. Admission to the Graduate School. This requires a satisfactory GPA (Grade Point Average) and a satisfactory score on the GRE (Graduate Record Examination).

B. THE PROGRAM

Thirty (30) semester hours* in upper-division and/or graduate courses to be taken from:

1. Courses in Education: Education courses related to bilingualism, bilingual education, curriculum, early childhood, English as a second language, etc.

2. Courses in Academic Specialization: Courses in linguistics, foreign language skills, cultures, or any combination of these.

C. NOTE

1. Students who are not proficient in one of the languages but who are interested in the English components of a bilingual program may obtain a Master of Arts degree in Foreign Language Education in an area closely related to bilingual education.

2. The University of Texas at Austin has excellent facilities for studies in Spanish language and Mexican-American group affairs. Other languages or groups may also be selected with approval of the Foreign Language Education Center.

3. All course work is determined in consultation with the student's graduate advisor. Applications for candidacy must be approved by the graduate dean.

*Six semester hours of course work and two papers may be substituted for a thesis related to bilingualism and bilingual education.

POSSIBLE SELECTION OF COURSES
(Spanish target language, Mexican-American target group)

Thirty Hours from Courses such as:

EDUCATION*	Bilingual Component At least 3 hours must be chosen from this component.	ED.C.385 Foundations of Bilingual Education ED.C.381 Curriculum Design in Bilingual Education ED.C.382 Teaching Elementary School Subjects: Bilingual Education
	Linguistic Component	ED.C.371.4.1 Applied Linguistics
	ESL Component	ED.C.382E English as a Second Language ED.C.684.1 Early Childhood: Problems of the Linguistically Different Learner ED.C.370E.16 English as a Second Language
ACADEMIC SPECIALIZATION	Linguistics	ED.C.385G.4 Psycholinguistics LIN 387 Linguistics and Language Teaching LIN 393 Bilingualism SOC 378K.4 Sociolinguistics
	Spanish Language Skills	SPN 346 Practical Phonetics SPN 364L Applied Linguistics: Spanish
	Culture	AMS ____ Chicano in American Culture: 1910 to the Present. ANT 386M Anthropology of Texas HIS 377L Mexican and Spanish North American Since 1810 SOC 348K Mexican-Americans in the Southwest SOC 395L Mexican-Americans

*Courses in Early Childhood Education are also available through the Department of Curriculum and Instruction.